DOCUMENT RESUME

ED 313 096 JC 900 012

AUTHOR Malinowski, Patricia A.; Huard, Susan D.
TITLE A Writing Course Designed for Developmental College Students.
INSTITUTION Community Coll. of the Finger Lakes, Canandaigua, N.Y.
PUB DATE 89
NOTE 79p.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Community Colleges; *Computer Assisted Instruction; *Course Content; Course Descriptions; Grammar; Prewriting; *Remedial Instruction; Two Year Colleges; *Writing Exercises; *Writing Instruction
IDENTIFIERS *Community College of the Finger Lakes NY

ABSTRACT

This description of "Introduction to College Composition," a credit-bearing developmental writing course offered by the Community College of the Finger Lakes, provides an overview of the writing, grammar skills, and reading components of the course. Introductory information indicates that the course adopts a process-oriented approach to the development of writing and grammar skills. The writing component includes maintaining a weekly journal, weekly compositions, and suggested prewriting exercises on a computer. The grammar skills component revolves around the instructor's assessment of individual student's needs and results in the assignment of individual grammar chapters for each student. After providing a week by week schedule of the three course modules, the course description focuses on the nine course components: (1) assessment of students' writing ability, including the assessment test package; (2) the writing component, including sample journal assignments and journal topic sheets; information on weekly paragraph-writing, mini-essay, and essay assignments; and sample evaluation assignments; (3) lectures; (4) grammar instruction; (5) weekly student-instructor conferences; (6) computer-assisted instruction, including sample assignments; (7) peer editing; (8) reading assignments; and (9) library research. Classroom management forms are included. (JMC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED313096

A WRITING COURSE DESIGNED FOR DEVELOPMENTAL COLLEGE STUDENTS

Patricia A. Malinowski
Assistant Professor of Developmental Studies

Susan D. Huard
Associate Professor of Reading

Developmental Studies Division
Community College of the Finger Lakes
Canandaigua, New York 14414

TC 900 012

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

P. A. Malinowski

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

A WRITING COURSE DESIGNED FOR DEVELOPMENTAL COLLEGE STUDENTS

Introduction to College Composition is a credit bearing writing course offered by the Developmental Studies Division. at the Community College of the Finger Lakes in Canandaigua, NY. It is geared toward the student who is deficient in writing and in grammar skills. The course works on the premise that writing is a process. As such, writing is looked at holistically rather than in segmented parts although time is devoted to developing specific grammar skills. Introduction to College Composition is also designed to allow the student the use of computers in the writing process.

As such, Introduction to College Composition is structured so that the student becomes involved in the writing process and in refining grammar skills. The writing component includes the use of a weekly journal and a weekly composition (paragraphs, mini-essays or essays). This writing component also includes suggested prewriting exercises on the computer. The grammar skills component revolves around the individual instructor's assessment of the individual student's needs and results in the assignment of individual grammar chapters for each student. A reading component is also interwoven with the writing assignments.

This component of the course reflects both current findings in recent literature regarding the reading/writing connection and the needs of the students to "see" and respond to good writing.

The information which follows is an overview of the course. It is designed as a framework and as a guide for those who have already been involved with developmental writing programs or those who wish to try a new approach.

The suggested text is Evergreen with Grassroots used as a supplemental or alternative text when necessary. Both texts are published by Houghton-Mifflin.

First, an overview of this course is presented for both instructor and student tasks for a module. There are three modules in the course; each is approximately 5 weeks. The instructor's overview and students' calendar can and should be modified for each of the Modules. The sample modules which follow include an Instructor Overview, a Sample Class Schedule, and specific Student Calendars for Modules A, B and C and for two/three class meeting per week.

Following this overview is an explanation of the components of this course:

I. Diagnosis

II. Writing

III. Lecture

IV. Grammar

V. Conference

VI. Computer

VII. Peer Editing

VIII. Reading

IX. Library

A final section (X) has been included which offers Management Forms that may be helpful in evaluating student work and keeping student records.

Weekly Overview for Module A
(Should be modified for subsequent modules)

WEEK 1	Diagnostic Paragraphs Surveys - Attitudinal or Grammar (Option) Journal (Optional)	
WEEK 2	Assign grammar component Begin computer use First paragraph due Journal due Begin student conferences Begin lecture component (Group chapter)	
WEEK 3	Grammar and computer component Paragraph due Journal due Student conferences Peer editing	
WEEK 4	Same as WEEK 3	
WEEK 5	Evaluation paragraph Same as WEEK 3	

Module A EMPHASIS = PREWRITING STRATEGIES AND THE PARAGRAPH
(Ch. 1 and 2 Evergreen)

Module B EMPHASIS = THE "MINI-ESSAY" AND COHERENCE)
(Ch. 3 and Ch. 17 Evergreen)

Module C EMPHASIS = THE ESSAY (Ch. 15 Evergreen)

SAMPLE CLASS SCHEDULE
For Module A

	Diagnosis	Diagnosis Conferences Journal (Optional)
Conferences and Begin individual work	Journal Group work on first part of chapter	Paragraph 1 Topic from group work
Conferences and Individual chapter work	Journal Reading First Computer prewriting assignment Group work on next part of chapter	Paragraph 2 Topic from first computer assignment Start peer editing
Conferences and Individual chapter work	Journal Reading Group work on next part of chapter and Computer 2	Paragraph 3 Topic from text or computer
Conferences and Individual chapter work	Journal In Class Evaluation Paragraph	Paragraph 4

January 23 to February 27

1/23 testing and orientation	1/25 Evergreen chapter 1 pp. 1-8	1/27 Journal 1 Computer 1
1/30 Paragraph 1 Topic from Practice 5 pp. 20-21 Evergreen, pp.11-20	2/1 Journal 2	2/3 Grammar Chapter test Computer 2
2/6 Evergreen pp. 21 - 30	2/8 Journal 3 - Journal Topic Sheet	2/10 Paragraph 2 Topics on pp. 30-2 Evergreen
2/13 Evergreen Chapter 4	2/15 Journal 4	2/17 Paragraph 3 Topic to be assigned Grammar Chapter test
2/20 No class	2/22 Evergreen Chapter 5	2/24 Paragraph 4 Topic to be assigned
Monday, February 27th: In Class Evaluation Paragraph		

Individual chapters: _____

The following work is to be done on the computer. Next to each assignment is the name of the assignment as you will find it on the Disk Directory.

Journal 1 - JOURNAL1 Computer 1 - COMP1

Computer 2 - COMP2

Module A F88
September 12 to October 14

9/12 Evergreen Chapter 1	9/14 Evergreen pp. 10-21	9/16 Journal 1 Computer 1
9/19 Paragraph 1 Topic from Practice 5 pp. 20-21 Evergreen	9/21 Journal 2	9/23 Chapter test Computer 2
9/26 Evergreen pp. 21 - 30	9/28 Journal 3 - Journal Topic Sheet	9/30 Paragraph 2 Topics on pp. 30-2 Evergreen
10/3 Readings Evergreen Chapter 4	10/5 Journal 4	10/7 Paragraph 3 Topic to be assigned Chapter test
10/10 Readings Evergreen Chapter 5	10/12 In Class Evaluation Paragraph	10/14 Paragraph 4 Topic to be assigned

Individual chapters: _____

The following work is to be done on the computer. Next to each assignment is the name of the assignment as you will find it on the Disk Directory.

Journal 1 - JOURNAL1 Computer 1 - COMP1

Journal 2 - JOURNAL2 Computer 2 - COMP2

Journal 4 - JOURNAL4

MODULE A
January 24 to February 23

1/24 Introduction to course Evaluation	1/26 Journal 1 Chapter 1 pp. 2 - 9 Chapter 2 pp. 10 - 23
1/31 Chapter 19 Paragraph 1 Topics from Practice 5 p. 20	2/2 Journal 2 Chapter 19 test Chapter 2 pp. 21 - 30
2/7 Paragraph 2 Topics from pp. 30 - 32	2/9 Journal 3 Chapter 4
2/14 Paragraph 3 topics from p. 67 Chapter 20 Chapter 3	2/16 Journal 4 Chapter 20 test
2/21 No class Winter break	2/23 Paragraph 4 Topics from pp. 37 - 38 or 41 - 42 or 44 - 45 In-class evaluation paragraph

Module B
March 1 to April 10

2/27 end of module A Evaluation Paragraph	3/1 Journal 5 Comparison/ Contrast	3/3 work on library workbook
3/6 EV (Evergreen) Chapter 17	3/8 Journal 6 summary of a 2p. article; length requirement does not apply EV pp. 34-46	3/10 Mini-essay #1 topic from pp. 37-38 or 41-42 or 44-45
3/13 computer 3,4,5	3/15 Journal 7 your choice of topic	3/17 Mini-essay #2 topic: grammar chapter test
3/20 revision of Mini-essay 1 EV pp. 47-57	3/22 Journal 8 persuasion	3/23 - 4/2 spring break - no classes
4/3 revision of Mini-essay 2 EV ch. 8	4/5 Journal 9 summary of an article; no length requirement	4/7 Mini-essay 3 topic: ch. 8 grammar chapter test
4/10 In class Evaluation Mini-essay		

MODULE B F88
October 17 to November 18

10/17 Evergreen Chapter 17	10/19 Journal 5	10/21 Evergreen pp.34-46 and Computer 3, 4 or 5
10/24 Mini-essay 1 Topics from pp.37-38, 41-42, 44-45 or Computer 3, 4 or 5	10/26 Journal 6	10/28 Rewrite Mini-essay 1 Chapter test
10/31 Mini-essay 2 Topic to be assigned	11/2 Journal 7 Evergreen pp. 47-57	11/4 Rewrite of Mini-essay 2
11/7 Readings Evergreen Chapter 8	11/9 Journal 8 Topic Sheet Choice	11/11 Mini-essay 3 Topic to be assigned Chapter test
11/14 Evergreen Chapter 9	11/16 In-Class Evaluation Mini-Essay	11/18 Journal 9

INDIVIDUAL CHAPTERS: _____

Some of the following work is to be done on the computer. Next to each assignment is the name of the assignment as you will find it on the Disk Directory.

Journal 5 - JOURNAL5

Journal 7 - JOURNAL7

Computer 3 - COMP3]
] Select either COMP3, COMP4 or COMP5
Computer 4 - COMP4]
]
Computer 5 - COMP5]

Computer 6 - COMP6]
] Select either COMP6 or COMP7
Computer 7 - COMP7]

MODULE B
February 28 - April 6

2/28 Chapter 15 Conferences	3/2 Library Journal 5
3/7 Chapter 17 Mini-essay 1 Topics from p. 253	3/9 Journal 6 Chapter 5 Chapter test
3/14 Mini-essay 2 Topics from pp. 256 OR 258	3/16 Journal 7 Chapter 6
3/21 Journal 7 Chapter 8 Chapter test	3/23 -4/2 Easter Vacation
4/4 Mini-essay 3 Topics from pp. 262, 264 OR 267	4/6 Journal 9 Evaluation Mini-essay

Individual grammar chapters: ----------

The journal assignments for the next weeks are as follows:

Journal 5 - Free

Journal 6 - Letter to the editor. Select a controversial issue and write a letter to the editor of a paper in which you identify the problem(s) and offer solutions.

Journal 7 - Process - Explain how to do something. See page 260 for possible topics.

Journal 8 - Free

Journal 9 - Letter of application. Find an add in a newspaper for a job for which you would like to apply. Write a letter applying for the position and giving reasons why you should be hired.

Module C Introduction to College Composition

	4/12 Journal 10 job application letter	4/14 Ch. 15 EV
4/17 Essay 1 topics,p.253	4/19 Conference Day for Essay 1 Journal 11 writing from sources	4/21 Ch. 16 EV
4/24 Essay 1 revision	4/26 no class	4/28 Grammar Chapter Test Essay 2 topics, ch. 16
5/1 Conference Day for Essay 2	5/3 Ch. 10 Journal 12 writing from sources	5/5 Essay 2 revision
5/8 Announce topics for in class final	5/10 Essay 3 topic:	5/12 In class final Journal 13 course evaluation
5/15 Grammar Chapter Test make up tests	5/17 Conferences	

Module C F88
November 21 - December 22

11/21 Conferences	11/23 Evergreen Chapter 15 pp.224-238 Journal 9	No Class Thanksgiving
11/28 Evergreen Chapter 15 pp.239-250	11/30 Essay 1 - Topics p. 253	12/2 Chapter test Journal 10
12/5 Evergreen Chapter 10	12/7 Rewrite Essay 1	12/9 Essay 2 Topics p. 144 Journal 11 Computer 8
12/12 Evergreen Chapter 16	12/14 Journal 12 Chapter test	12/16 In Class Essay Essay 3 - Topic from pamphlet
12/19 FINAL WEEK - CONFERENCES	12/21	

INDIVIDUAL CHAPTERS:_____

Assignments found on the computer:

Journal 10 - JOURN10 Computer 8 - COMP8

Journal 12 - JOURN12

MODULE C
April 11 - May 18

4/11 Library assignment	4/13 Evergreen - Chapter 10 (Answer all questions)
4/18 Journal 10 Evergreen pp. 267 - 269 Readings	4/20 Essay 1 Topic development
4/25 Journal 11 Readings	4/27 Chapter test Essay 2
5/2 Journal 12 Readings	5/4 Essay 3 Topic development
5/9 Journals 13 and 14 Readings	5/11 Chapter test Essay 4

May 16 and 18 Final Week

I. DIAGNOSTIC COMPONENT

The first step in the Introduction to College Composition course is to assess the writing abilities of each student. At a community college, our population is drawn from all types of educational backgrounds. The students who have enrolled in this course have been advised to do so due to their score on the reading placement test (MAPS, published by the College Board), a writing sample given at the time if registration and/or prior academic record. Because of this diversity, it is important to establish the skill level of each student at the beginning of the semester. Once this assessment has been made, the instructor can best facilitate the student's individual growth.

After briefly explaining the Introduction to College Composition course to the students, it is suggested that on the first day of class students take one, two or all three of the following diagnostic paragraphs. Based upon past instructors' experience, two diagnostic paragraphs is a minimally adequate sample.

Once the student has completed this process, the instructor should be able to assess the student's capabilities both in the framework of holistic writing and for specific grammar problems. From this assessment comes the assignment of individual grammar chapters. These chapters are in the Evergreen text. If a student's ability is clearly below the level required for this text, the

instructor should consult with the Division Chair and/or other writing instructors to consider if the student has been incorrectly placed. If this is the case, the student will be advised to take Basic Reading (DSTR 090) and Basic Writing (DSTW 090) which are remedial, non-credit courses. Early identification of these students is important.

Other diagnostic tools which have been used are an attitudinal survey on writing and grammar tests designed by individual instructors.

Samples:

Course description

Course requirements - for second class meeting

Diagnostic Paragraph I, Alternate

Diagnostic Paragraph II, Alternate

Diagnostic Paragraph III

Diagnostic Survey

INTRODUCTION TO COLLEGE COMPOSITION
GENERAL INFORMATION

COURSE DESCRIPTION: Introduction to College Composition is a basic writing course. It does not deal specifically with any other form of communication, such as public speaking. The course emphasizes the construction of sound sentences, paragraphs and essays. This is an individualized course in that you will be receiving a set of assignments that pertain to your personal set of writing weaknesses.

REQUIRED TEXT: The required text for this course is Evergreen by Fawcett and Sandberg, Third edition.

COURSE ORGANIZATION: This course is a mastery-based course. You must demonstrate thorough understanding of a skill before you proceed to the next one. There are three major five week sections to this course:

1. the paragraph
2. coherence/mini-essay
3. the essay

HOMEWORK: A paragraph or essay and journal will be due each week. You will have to check class calendars for the dates due. You will also be expected to work on your independent chapters both in and outside of class.

TESTS: There are tests connected with each independent chapter and with the three five-week sections.

GRADING: Your performance in this course is graded as satisfactory or unsatisfactory. However, you will receive numerical and letter grades for some tests and assignments.

Satisfactory performance on a mastery test is 90% or better.

ATTENDANCE: For each five week section, the maximum number of absences is one (1). However, you are strongly encouraged to be present for all of the class meetings so that you can take advantage of the assistance which is offered.

INTRODUCTION TO COLLEGE COMPOSITION

COURSE OUTLINE

Required material:

Evergreen by Fawcett and Sandberg, 3rd edition

Loose leaf notebook or folder

Two computer disks

Academic requirements:

Paragraphs, mini-essays or essays as assigned

Journals

2 individual grammar chapters as assigned per module

Notebook containing: spelling lists, mastery test scores, additional work assignments, all work pertaining to writing assignments (outlines, rough drafts...) and journals

TO SATISFACTORILY COMPLETE this course, the student must demonstrate mastery of assigned chapters by scoring at least a 90% on chapter tests and demonstrate writing skills in written assignments and in class writing. At the end of each module, the student must receive an "S" on the in class writing before moving on to the next section. The module tests will be based on the following:

Module 1 - Chapter 1 and 2 Evergreen

Module 2 - Chapter 3 and 17 Evergreen

Module 3 - Chapter 15 and 10 Evergreen

No more than 1 absence will be allowed for each five week module.

NAME _____

DATE _____

Diagnostic Paragraph I

Write an essay about one of the following topics. Hand in all your work. Simply underline any words that you do not know how to spell.

1. Give your impressions of a recent concert you attended: the crowd, the performers or the music that was played.

2. Is television harmful or not? Use specific examples.

3. Describe a law you believe is unfair and why.

4. What changes would you make at your job, at school or in your family?

5. What movie, book, television program or concert has made a strong impression on you and why?

NAME _____

DATE _____

Diagnostic Paragraph I

Write a paragraph about ONE of the following topics. Hand in all your work. Simply underline any words that you do not know how to spell.

1. People do various things to relax. Describe what you do to relax and explain why you think it is the best method of relaxation.

2. We have all met, at some time, an unusual person. Describe such a person and explain why that person is unique.

3. Describe a place you like to visit and offer reasons why someone else would enjoy visiting that place.

4. Describe the changes you would make at your job, at school or in your family and explain why.

5. Describe a movie, book, television program or concert that has made a strong impression on you and explain why.

Name_____

Diagnostic Writing II

Read the article on the back side of this page. Use your own experiences to either agree or disagree with the author's thesis.

Use the space below for outlining or organizing your ideas.

{NOTE: THE ARTICLE WHICH STUDENTS ARE ASKED TO REACT TO IS ALWAYS A RECENT EDITORIAL WHICH DEALS WITH AN ISSUE THAT HAS BEEN IN THE NEWS.}

NAME _____

DATE _____

Diagnostic Paragraph II

Write a paragraph in which you respond to the following questions:

How do you feel about writing?

Why do you feel this way?

What are your strengths and weaknesses in writing?

What have you done to strengthen and improve your writing skills?

Any other comments about writing or about how you have been taught to write in the past?

NAME _____

DATE _____

Diagnostic Paragraph III

Inteview one of your classmates.

Using the information you have obtained in your interview, write a paragraph in which you introduce your classmate to the entire class.

NAME _____

DATE _____

Diagnostic Survey

Answer each of the following questions.

1. How do you feel about writing?

2. Why do you feel this way?

3. What are your strengths and weaknesses in writing?

4. What have you done to strengthen and improve your writing skills?

5. List any college writing or English courses you have taken.

6. Additional comments:

II. WRITING COMPONENT

A. Journals - An important part of Introduction to College Composition is to encourage the student to write at length and often. One of the most effective ways to accomplish this goal is through the weekly journal. This journal encourages the student to write both about himself and about topical issues. It is suggested that the journal be of a specific length (e.g. one written page back and front or one computer typed page). It is also suggested that the journal be presented in a non-threatening manner, that is, that it not be corrected for grammar errors or graded. The journal can additionally be used to move the student from personal writing (subjective: Journal 1 Autobiography) to academic writing (objective). Some suggested modes for inclusion are summary writing, letters to the editor, letters for job application.

Current research shows that the journal is effective in lowering writing anxiety and encouraging students to express themselves freely at length. The journal should also serve as a diagnostic tool for the instructor to get to know the student better as well as keep an unofficial record of the student's growth.

Samples:

Journal Assignment Sheets (3)

Journal Topic Sheets (3) - It is suggested that a new topic sheet be distributed at the beginning of each module.

JOURNAL ASSIGNMENTS

One journal (front and back of a sheet of standard notebook paper) is due each week. You should folllow the schedule below:

Module A

Journal 1 ------ Autobiography
Journal 2 ------ Descriptive
Journal 3 ------ Topic Sheet Choice
Journal 4 ------ Free
Journal 5 ------ Topic Sheet Choice

Module B

Journal 6 ------ Process
Journal 7 ------ Topic Sheet Choice
Journal 8 ------ Example
Journal 9 ------ Free
Journal 10 ------ Topic Sheet Choice

Module C

Journal 11 ------ Topic Sheet Choice
Journal 12 ------ Comparison/Contrast
Journal 13 ------ Topic Sheet Choice
Journal 14 ------ Persuasive
Journal 15 ------ Free

For journals:

1. Due on the day stated on class assignment sheet.
2. Please state at the top of your journal the topic you have selected.
3. Also state at the top of your journal what skill you are presently working on. For example: Verb Tense

If you are unable to fill the page on the assigned topic, complete the journal with any topic you wish to write about. There is no excuse for an incomplete journal!!!!!!!

JOURNAL ASSIGNMENTS

One journal (If handwritten, front and back of a sheet of standard notebook paper; if done on the computer, one completely filled page, double spaced) is due each week. You should follow the schedule below:

Module A

Journal 1 ------ Topic Sheet Choice
Journal 2 ------ Autobiography - Prewriting on micro
Journal 3 ------ Description - Prewriting on micro
Journal 4 ------ Free
Journal 5 ------ Topic Sheet Choice - Prewriting on micro

Module B

Journal 6 ------ Process - Prewriting on micro
Journal 7 ------ Topic Sheet Choice
Journal 8 ------ Example - Prewriting on micro
Journal 9 ------ Free
Journal 10 ------ Free - On micro

Module C

Journal 11 ------ Topic Sheet Choice
Journal 12 ------ Comparison/Contrast - Prewriting on micro
Journal 13 ------ Topic Sheet Choice
Journal 14 ------ Persuasive - Prewriting on micro
Journal 15 ------ Evaluation

For journals:

1. Due on the day stated on class assignment sheet.
2. Please state at the top of your journal the topic you have selected.
3. Also state at the top of your journal what skill you are presently working on. For example: Verb Tense

If you are unable to fill the page on the assigned topic, complete the journal with any topic you wish to write about. There is no excuse for an incomplete journal!!!!!!!

JOURNAL TOPIC SHEET #1

Descriptive

1. Go to a favorite place and observe all the sights, sounds smells and feelings. Write a journal describing this place so well that your reader can experience the place too.

2. Describe what the world will be like in twenty-five years. Describe specifically how you would foresee some familiar places - stores, schools, hospitals and so on.

3. Describe your ideal mate.

4. Describe all the different places you would like to visit on a world tour. Specifically explain what you plan to see and do at several of these stops.

Narrative

5. Write an autobiography. It should begin with your birth and move to the present.

6. Relate an interesting incident that happened to you.

7. Write about a particular time in history that interests you. Relate incidents which happened during this time period.

Process

8. Tell incoming students how to cope with college. You might explain how you handle scheduling time for college, family, work and friends.

9. Select a hobby you enjoy. Describe how to do some aspect of that hobby clearly enough so anyone could follow your directions.

10. Write a couple of notes: to a friend giving him directions to your house, to your child telling him what to do when he gets home from school, to a babysitter explaining what to do in case of an emergency, or to a fellow worker detailing how to do some aspect of your job. You do not have to write all these notes.

Examples

11. Give examples of pet peeves that you have.

12. Give examples of problems you are faced with at home, school or work. Explain these examples thoroughly.

13. Give examples of changes you would like to make in a product. You might consider a car, a TV and so on.

Comparison/Contrast

14. Compare and contrast your parents' and your attitude about some subjects. You might consider work, school, dating, marriage ...

15. Compare and contrast how a favorite place looks during two different seasons.

16. Compare and contrast the experince of going out to a movie and watching a movie on TV.

Persuasive

17. Write a memo to you employer persuading him to change some aspect of your job, or to give you a raise.

18. Write a letter to a close friend who has asked you for advice on a major decision he/she has to make. You might consider remaining in school, returning stolen goods, changing jobs, and so on.

19. Support or refute the idea that your high school years are the best time of your life.

20. Persuade me to buy a new car, a vacuum cleaner, a ...!

JOURNAL TOPIC SHEET #2

Descriptive

1. Describe career opportunities for your field.

2. Describe some childhood memories. What is your earliest memory?

3. Describe a local tourist attraction (e.g. Darien Lake, the gorge at Watkins Glen, Letchworth State Park)

4. Describe a pet or favorite animal.

5. Describe who and/or what you would like to take with you on a very long space voyage.

Narrative

6. Describe an incident in which you were treated unfairly or were cheated.

7. Write your own fairy tale.

8. Relate a humorous incident from your past.

Process

9. Explain one of the processes connected with your job (e.g. setting up an ad, food preparation, cashing out customers).

10. Describe a familiar process (e.g. school registration, registering your car, taking your driver's test).

11. Explain the steps involved in teaching someone to _____ (e.g. ski, drive, quilt, crochet, weld).

Examples

12. Choose five of your positive qualities and give several examples to support that you in fact have these qualities.

13. Give examples of some unfair laws. Why are they unfair?

14. Give examples that demonstrate that "Experience is the best teacher" or "You can't judge a book by its cover."

Comparison/Contrast

15. Compare and contrast high school and college.

16. Things seem to change as we grow older. Write about the change in your feelings toward someone or something from when you were a child to now.

17. Compare and contrast two cities or two vacation spots.

18. Compare and contrast two brands of something (e.g. two models of cars, two brands of cereal).

Persuasive

19. Persuade me to purchase (or not to purchase) a certain item (e.g. a car, a VCR, a gun).

20. Persuade me to eat (or not to eat) at _____ (e.g. McDonald's, Wendy's, Burger King).

21. Should teachers give exams?

22. Should spelling and grammar be considered in the scoring of an essay exam in a class other than English?

23. Should students have to take courses outside of their majors (e.g. English, mathematics, psychology, sociology, speech)?

JOURNAL TOPIC SHEET #3

Descriptive

1. Describe a trip you have always dreamed of taking. You might consider Hawaii, Australia and so on.

2. Pretend you are employed by a nationally famous toymaker. You have been told to design a toy that would become a national fad such as Cabbage Patch Kids. Describe the toy you would design.

3. Describe the fears and reservations you had at the beginning of the semester.

4. Describe an incident from which you learned an important lesson.

Narrative

5. Write an episode for your favorite television program.

6. Create a new ending for a book or movie.

7. Relate a conversation you wish you could have with a famous person. Consider a person from either the past or the present.

Process

8. You are working for a large advertising company. Explain the process you would use to introduce a new product.

9. Describe the process you use to prepare a favorite meal/snack.

10. Describe the process you would use to help a new pet become a "member of the family."

Examples

11. Give examples of advertisements that are misleading to the consumer.

12. Give examples of cartoons or other childrens' TV shows which you feel should be taken off the air.

13. Give examples of some recent fads and explain why they were good or bad.

Comparison/Contrast

14. Compare and contrast two TV programs.

15. Compare and contrast two friends.

16. Compare and contrast the toys you had as a child with the toys you purchase for yourself now.

Persuasive

17. Select any recent controversial subject. Give your opinion and try to persuade the reader to agree with your side on the issue.

18. Should schools be allowed to test students for drugs?

19. Argue for the positive changes you would like to see made in your community/college/local school system.

20. Should college athletes be required to take the same courses as other students to receive a degree or should they be allowed to participate in a program designed especially for the athlete?

JOURNAL TOPIC SHEET 3

The journal topics for this module will be taking on a bit of a different direction from your previous assignments. In this module, we hope to introduce you to some additional basic writing skills which you will use in your college career.

The journal topics for this module will take more time, but you will be given specific assignments and directions for each. There will also be two assignments which will be completed on the computer.

The rules for journals remain the same: if handwritten, a page front and back and, if done on the computer, one page. Assignments are due on the day specified on the calendar.

The schedule for this module is as follows:

Journal 11 - Writing a summary

Journal 12 - Comparison and contrast of ideas (Computer)

Journal 13 - Using other sources to support your opinion (Persuasion)

Journal 14 - More persuasion (Computer)

Journal 15 - Letter writing

It is important that you understand the requirements for each of the assignments. If you are not sure, ASK.

B. Paragraphs - For Module A, the first five weeks of the semester, students should be required to write a weekly paragraph. It should be understood at the start that the student may be asked to revise his work several times. Topics for these paragraphs may come from computer assignments, lists in the text (Chapter 2 in Evergreen) and reading assignments.

Peer editing is the suggested first step in evaluation. The instructor should adopt a method of peer editing (See Peer Editing Component) at the beginning of the semester which is appropriate to the class population. It is important to note that peer editing may NOT be a successful strategy for a particular class.

The paragraphs are evaluated by the instructor and then, if necessary, students are asked to revise. Several possible methods of evaluation are suggested:

1. Instructors may place a dot in the margin indicating lines in the paragraph which contain errors.
2. Instructors may use a highlighter to mark errors.
3. Instructors may circle errors within the student's work and then use marginal explanations.

No matter what method is selected, it is suggested that the student be allowed to identify his own mistakes first, rather than the instructor going through the work and correcting it for the student. Students should confer with

the instructor about errors which they cannot identify or correct (See Conference Component).

Due to the ability of the class, some instructors may not wish to concentrate on the paragraph for the entire five weeks and may decide to begin the use of the mini-essay during the last week(s) of the first module.

C. Mini-essay - The paragraph can be used as a transitional tool at the beginning of Module B. The instructor will have to decide upon whether the class has adequately mastered the concept of paragraph writing and then move into the next suggested form of writing. This is the "mini-essay."

The mini-essay consists of an introduction, a strong body paragraph and a conclusion and has been viewed as bridging the gap between the paragraph and the "standard college five paragraph" essay. It is suggested that the mini-essay be introduced during the second week of Module B along with Chapter 17 in Evergreen which deals with writing an introduction and a conclusion. Students are expected to expand their paragraphs to the three paragraph mini-essay format. A student should be required to write at least three mini-essays during Module B.

D. Essay - Module C is devoted to writing the five paragraph essay. Chapter 15 in Evergreen is the point of reference for the student. It is suggested that the student write and revise three to four essays. It is also strongly suggested that one of the essays deal with Chapter 10 on Persuasion since this is the main rhetorical mode the student will deal with in a Freshman English course. The focus of this module is on an introduction to the essay form and is not on the construction of sophisticated essays.

Evaluation of the writing component takes place at the end of every module (the end of every five week period). For Module A, the students should be required to write a paragraph in class. For Module B, the requirement should be the mini-essay. For Module C, the requirement is an essay.

Sample Evaluation questions:

Module A

Module B

Module C

Module A Evaluation Paragraph

Write a clear and well developed paragraph on one of the following topics. Remember to narrow the topic, write the topic sentence, brainstorm and select and arrange your ideas before you write your rough draft and your final draft. Hand in all work.

1. Describe an accomplishment you are proud to have achieved.

2. Describe an embarrassing incident in your life.

3. Describe several ways in which someone has influenced your life. Remember that influences can be positive and negative.

4. Describe a tourist spot in this area with which you are familiar.

Module A Evaluation Paragraph

Write a clear and well developed paragraph on one of the following topics. Remember to narrow the topic, write the topic sentence, brainstorm and select and arrange your ideas before you write your rough draft and your final draft. HAND IN ALL WORK.

1. At some time, we have all accomplished something whether it be at work or school that we are proud of. Describe an accomplishment you are proud to have achieved.

2. We often find ourselves being at the wrong place at the wrong time or saying the wrong thing at the wrong time. This leads to embarrassing situations. Describe an embarrassing incident in your life.

3. People are an important influence in our lives. Describe several ways in which someone has influenced your life. Remember that influences can be positive and negative.

4. The Finger Lakes region is one of the most scenic areas of New York state and attracts many tourists. Describe a tourist spot in this area with which you are familiar.

NAME: _____

MODULE B
EVALUATION

Select one of the following topics and develop it into a mini-essay. Make sure you have an introduction, middle paragraph (or paragraphs) and a conclusion. You should hand in all your work: brainstorming, organization, rough draft and final draft.

TOPICS:

1. An embarrassing incident
2. A favorite spot at different times of the year
3. Fears about attending college
4. What your apartment/home looks like
5. Why you attend your classes

On your final draft make sure:

1. You underline your thesis statement.
2. You underline transitional phrases.
3. Indicate the order used: time or chronological
   space
   order of climax

NAME: _____

MODULE B
EVALUATION

Select ONE of the following topics and develop it into a mini-essay. Make sure you have an introduction, middle paragraph (or paragraphs) and a conclusion. You should hand in all your work: brainstorming, organization, rough draft and final draft.

TOPICS:

1. Illustration (Examples) - People who have overcome handicaps, poverty, prejudice and so on

2. Descriptive - The effects of a rainstorm or snowstorm

3. Narrative - Relate an experience in which you were embarrassed or disappointed

3. Process - How to become a successful student

4. Cause and effect - Why some many young students are afraid of school

EVALUATION ESSAY

Introduction to College Composition

Write an essay of four or more paragraphs on one of the following topics. Include an outline, first draft and final draft.

1. Describe the things that you would change in your community and why.

2. You are one of the last people on earth. Select three items that you would leave for future generations. Defend your choices.

3. The law has made use of seat belts mandatory in New York. Do you agree or disagree with the law?

4. Does television serve a purpose or is it just the "boob tube"? Explain your opinion.

INTRODUCTION TO COLLEGE COMPOSITION
MODULE C EVALUATION ESSAY

Select one of the following topics. Write an essay in which you agree or disagree with the topic. Your essay should consist of an introduction in which you have a clear thesis statement, at least three paragraphs which support your thesis and a conclusion.

1. Should there be mandatory testing for AIDS?

2. Should people with AIDS be allowed in the workplace? to attend school?

3. Should people who knowingly transmit AIDS be liable to criminal prosecution?

4. Should health care professionals (doctors, nurses, lab technicians) have the right to refuse to work with AIDS patients?

5. Should the government (local, state or federal) sponsor programs in which needles are given to drug addicts in exchange for old needles?

6. Should a hospital be held liable if a patient contracts AIDS during a hospital stay or from a blood transfusion?

7. Explain how you would react if you were told you or a member of your family had AIDS. Describe the actions you would take and explain why.

III. LECTURE COMPONENT

The lecture component or "group chapter" allows for the instructor to designate a time for whole class discussion of specific topics. Suggested topics are:

Module A -	Chapter 1 Evergreen	} Prewriting
	Chapter 2 Evergreen	} Rudiments of the Paragraph
Module B -	Chapter 3 Evergreen	} Paragraph unity
	Chapter 17 Evergreen	} Mini-essay
Module C -	Chapter 15 Evergreen	} Parts of the Essay
	Chapter 10 Evergreen	} Persuasion

The above chapters should be assigned earlier so that students will be prepared for class discussion to be held at least once a week.

Again, these are suggested chapters. If the instructor feels it appropriate that a class or part of a class be devoted to a lecture upon a specific mode of writing (eg. Comparison and Contrast) or a specific grammar skill (eg. comma usage), s/he should feel free to do so.

IV. GRAMMAR COMPONENT

For the grammar component, it is suggested that students be assigned one or two individual chapters each module in Evergreen or from a supplemental text such as Grassroots. The assignment of these chapters should be based upon the instructor's assessment of the student's weaknesses in writing and grammar. The evaluation of this deficiency should be continuous during each module and instructors should be ready to supplement weak areas from additional texts.

The students should be instructed to work through each chapter that has been assigned. Based upon the instructor's preference, the student should either self-correct the chapter section by section or in its entirety. At the conclusion of the chapter, the student should inform the instructor that he is ready for a chapter test. Some instructors then prefer to briefly confer with the student and check the text responses. Instructors may wish to specify two chapter test days per module and note these on the student calendar. This will enable students to plan and study for these tests while discouraging them from waiting until the last week of a module to hurriedly complete grammar chapters.

Chapter tests are provided by the publishers of Evergreen. These tests are available in the test packet (There are at least two chapter tests for each grammar

chapter.) The student should complete the test and then return it to the instructor. The student must pass this test with a grade of 90% or better. If the student fails to attain this grade, the student should be encouraged to review the chapter, investigate supplemental material provided by the instructor and retake the mastery test.

V. CONFERENCE COMPONENT

One of the most important components in this course is the Conference Component.

It is suggested that the instructor try to set time aside each week during class sessions or during office hours to meet with individual students regarding their progress in the course. The instructor should be prepared to discuss and answer questions regarding the student's writing and grammar assignments.

It is also strongly suggested that the instructor continually relay to the student any progress that is being made as well as updates as to where the student is with regard to course requirements.

VI. COMPUTER COMPONENT

Computer usage has been integrated into the Introduction to College Composition as an important component of the course. This has been made possible through the addition of the Computer Classroom. Computer use is strongly encouraged. Current literature, although inconclusive at this point, does offer several strong arguments for computer use with developmental students. Indeed, its use has shown positive effects at this point on student writing in this course.

At this time several "in house" programs have been developed to correspond with the requirements of the Introduction to College Composition. For the most part, these programs urge the student to investigate various prewriting techniques and the idea of coherence (Chapter 2 -Evergreen).

These programs were developed through the use of PFS Professional Write. Similar programs can be developed with any word processing program. The use of the programs with a word processing program allows students to accomplish several tasks at once such as gaining familiarity with computers and investigating prewriting strategies.

Also, the art of revision is important and can be easily accomplished upon the computer. As students become conversant with it, they often find that the computer becomes one of their most effective writing tools.

Sample Computer programs

JOURNAL 1 - Autobiography

A note to you as a writer:

We are asking you to use the computer and its programs for your journals for several reasons. First, we would like you to become familiar and comfortable with using the computer. Each and everyday computers are affecting our lives and our jobs more and more and it is important to keep up with all these changes. Secondly, as the course progresses, you will be asked to do written assignments and tests using the computer. Thirdly, we hope that you will come to see what a valuable tool and friend this machine can become as an aide to you and as a help in developing your writing skills. And, last but not least, we hope that computer use will become an enjoyable way of writing and completing assignments that you will take with you into current and future courses.

Your first journal assignment is to write an autobiography - that is, write about yourself. Below follows a series of questions that will hopefully get you started. After you have answered the questions, make sure you obtain a printout of your work. You will have to put your ideas in some type of order to write your journal. You can then either write your journal using the computer or by hand.

Lets start with name:

Hometown/where you live now:

Physical description (height, hair color and so on):

Inside description (shy, fun-loving, sensitive, and so on):

Likes and dislikes:

Special interests/hobbies:

Schools attended/jobs held:

Why I decided to attend college:

Significant happenings in my life:

Goals - academic, personal, financial:

Any other comments:

Now obtain a printout of your work. You do not have to use all the ideas you have above to write your autobiography, but these ideas should help you get started. Remember you can write your journal on the computer or by hand.

JOURNAL 2 - Descriptive

This journal which deals with description is designed with a series of questions for you to answer to help you get started.

Descriptive writing means that you must become very much aware of your surroundings by using all five of your senses. From these observations, you should be able to describe a person, place or object so well that your reader will also be able to enjoy what you have experienced.

In this journal, write a description of your favorite place.

Before you begin, take a couple of minutes, close your eyes and picture the place you will describe. Use all of your senses in viewing the picture in your mind's eye.

Now make a list of everything around you:

Don't stop now - - - you can think of a couple more:

Okay!!! Now that you have made your list, let's see if we can get you to add to your list by answering these questions:

Are there any describing words (adjectives like large, brightly colored) that you left out? Add these to your list.

From where you placed yourself in your picture have you clearly described what is closest to you and what you might see if you look into the distance?

How about the people around you? What do they look like? Have you given enough details about them so that if I met them out in the hall I would be able to recognize them?

What sounds do you hear? (For example, if you are describing a beach, you might hear children playing, the waves coming in, sea gulls and so on.)

How about smells? (If you're describing a pizza place, this should be easy!!!!!!)

And touch - don't forget about this sense! (If you decided to describe a spot in the woods and you're sitting on a log looking around, you should be able to describe the rough and scratchy feeling of the log underneath you.)

Last, but not least, you have the sense of taste. (If we go back to the pizza place, you certainly should be able to describe some tastes of the foods you've been enjoying.)

Great!!!!!!!

You should now have plenty of ideas to complete a journal using description. Be imaginative - I really do want to "see" what you have observed.

Remember to complete your journal, you may do so on the computer or by hand. Remember to obtain a printout of all your work.

JOURNAL 7 - EXAMPLE

Your seventh journal assignment is to write a journal in which you use examples. Using examples in writing means that you use information from reading, from your personal experiences and from the experiences of others to prove or support the topic you are writing about. The examples which you select should be logical and sensible. For example, if you were going to write a believable paragraph about things you saw while you were on vacation, you certainly would not state that you encountered a troop of little purple men riding comets through the Grand Canyon. In other words, the examples you select should be reasonable and appeal to a sense of common experience which we all share.

With the above in mind, this journal will deal with the following topic:

Choose five of your positive qualities and give several examples to support that you in fact have these qualities.

Below you will find a series of questions to help you "brainstorm" and get started.

1. When you think of your positive qualities, which is the first that comes to mind?

Why?

How do you demonstrate this quality?

2. In thinking of your first quality, several others may have crossed your mind. What were some of the other qualities?

How do you show these qualities? (For example, you may have taken time out of your busy day to listen to a friend who had a problem.)

3. Now close your eyes for a minute and think of something positive that you have done today. What did you do?

Does this give you another positive quality?

4. Think of your proudest accomplishments (in school, sports, social life, work). Do any of these accomplishments suggest other positive qualities that you have?

5. Friends and relatives have told you are special in certain ways. What are some of the qualities they have told you that you possess?

Why do you think they have complimented you about these qualities? What have you done?

You should now have some ideas to start your journal with. Remember the journal topic was:

Choose five of your positive qualities and give several examples to support that you in fact have these qualities.

For this journal try to do all your writing on the computer.

REMEMBER TO SAVE AND GET A PRINTOUT OF ALL YOUR WORK.

PREWRITING - BRAINSTORMING - COMPUTER 2

One method of prewriting is called "BRAINSTORMING" (this is also referred to sometimes as listing). This method is very helpful when you are given a specific topic to write on. Brainstorming is almost like "talking aloud" or what is called "free association." This similar to what you may have seen on TV games shows like Password or The $100,000 Pyramid. On both of these shows, the contestant is given clues to guess just what the topic is. Brainstorming is somewhat the reverse, in that, you have a topic and must come up with additional "clues" in order to develop your topic into a paragraph.

Once you try this method, you will find that very often one idea will led to another and so on. What you are basically doing is causing a chain reaction - one thought gets another thought going. The idea is to then put all these thoughts down and then basically sort through and organize them for writing.

Another point about brainstorming is that we use it almost constantly in our everyday lives. For example, say that you must decide on what your shopping list for the week is going to be. You think about what you need, what you will cook that week, what your budget is and you write your list. Or you are faced with the decision of taking a job after school. In order to come to your final decision, you might list the advantages and the disadvantages of taking the job.

Fill in the following list - brainstorm:

Advantages of a part-time job:

Again what you have just completed is called brainstorming. Hopefully, you have a list in front of you filled with ideas and reasons.

For each of the following topics, brainstorm.

1. Reasons for dieting

2. Reasons for learning how to use the CCFL library

3. Think about the following topic and list what comes to mind: A favorite vacation spot

You have completed this exercise. Now obtain a printout of all your work.

COMPUTER 5 - ORDER OF CLIMAX OR ORDER OF IMPORTANCE

The third method of logically organizing ideas within a paragraph or essay is called ORDER OF CLIMAX, EMPHATIC ORDER, or ORDER OF IMPORTANCE. This is called "saving the best for last." To use this method, you should leave your most important reason, example or argument for the end of your paragraph or essay. This serves a twofold purpose. First, it allows you, as a writer, to build up to what you consider your most important point or argument. Secondly, since this appears near the end of your paper, it tends to leave a lasting impression in the mind of the reader. This method is most effective when used in writing a persuasive essay.

Using order of climax, LIST the examples, reasons or arguments, you would use to develop the topic.

1. Why should people attend college?

2. People should not drink and drive.

3. Explain why you should attend all your classes.

4. Describe your most prized possessions.

Now select one of the above topics and write a paragraph or mini-essay (check your class calendar) using order of climax. Words and phrases like

first	second	another
next	last	finally
most of all		

add organization to a paragraph or essay when using order of climax. You should consider using these or similar words in your paragraph.

When you have completed your paragraph, obtain a printout of all your work.

PREWRITING - BLANK SCREEN WRITING - COMPUTER 7

This is another method of prewriting we will be looking at. Blank screen writing is a new technique which has been developed for the computer writer - like yourself. In order to use this method, you will have to turn down your monitor so that you will only have a dark, blank screen before you. Like in freewriting, you set a time limit for yourself (the least amount of time should be five minutes) and just write. Do not be concerned with spelling, punctuation and so on. Just write what comes to your mind.

Ready? Remember when you're finished to turn the monitor back up and to get a print out of your work. Set? Turn down the monitor and have fun!!!! GO --------

VII. PEER EDITING

The use of peer editing derives from an understanding of revision as the process of "seeing again." It is suggested that some method be adopted for several reasons. For one, when students share their ideas, they begin to see that their writing does have some worth. Secondly, they become more aware of audience and its role. Finally, if approached in a positive manner, students readily offer constructive criticism to their peers as well as support.

Several methods of peer editing have been tried:

1. As a group, students have been asked to draw up a list of positive comments to make about their peers' writing. They then read and use the list to comment upon each other's work and are then encouraged to put their comments in writing.

2. The instructor distributes a list of questions for students to answer about another's composition. Some examples are: What is this paper about? What has the author stated well? Do you want more information about a particular incident? Can you suggest other examples, support and/or evidence that the author might include? Students exchange papers and answer the questions in writing. Papers are returned to the original owner for revision.

3. Student papers are collected, names are removed and then papers are redistributed randomly. The peer editor then maps the paper. Both the original paper and the map are returned to the author. The author has the opportunity to add information based upon the gaps in the editorial map. For further information, consult John Chaffee's, Thinking Critically, Chapter 8. (Houghton-Mifflin Co., 1988)

4. Additional information about peer editing is available in Beat Not the Poor Desk by Marie Ponsot and Rosemary Deen. (Boynton/Cook Publishers Inc., 1982)

VIII. READINGS

Current literature reinforces the idea of the positive effect reading and writing have upon each other. It is strongly suggested that reading be incorporated in the course. The readings could be assigned as part of class discussion chapters or as part of the lecture component.

Possible sources are:

Congressional Digest - Monthly issues are devoted to one controversial congressional topic; pro and con arguments are presented by various U.S. representatives, senators and special interest groups.

Editorials on File - A bi-monthly newspaper editorial survey with a cumulative index.

Newsweek - particularly the "My Turn" essays.

Social Issues Resources Series (SIRS) - Social and physical sciences topical listing of articles from a large number of sources.

Time

USA Today - particularly the editorial section which offers opposing viewpoints on a topic.

IX. LIBRARY COMPONENT

As has been discussed, the students who are enrolled in the Introduction to Composition course are developing writers. One of the areas in which they are deficient is that of library usage. If these students were involved in the English 101 course, they would be required to complete the LIBRARY HANDBOOK which consists of an orientation to the CCFL library and a self-paced workbook to acquaint them with library skills necessary for college research and writing. Also if the students were enrolled in an English 101 course they would be required to complete a research paper using proper MLA format.

Through discussion with the English department, it was decided that the LIBRARY HANDBOOK be incorporated in the Introduction to College Composition course. The main purposes are to aid the students in becoming familiar with the library and to help them with papers they may have due for other courses.

It is strongly suggested that the instructor require completion of the LIBRARY HANDBOOK during the second module. This means the instructor must make arrangements with the library staff for a class meeting to be conducted in the library. At this time, the students will be introduced to the library and receive the workbook which is to be completed within two weeks of the class. It is also suggested that the instructor include in the third module some type of exercise which will include writing from outside sources, the basics of the MLA format and some research.

X. MANAGEMENT FORMS

The following classroom management forms have been devised by various Introduction to College Composition instructors.

1. Evaluation Sheet - This is designed to serve as a checklist for both student and instructor to record skills mastered. (Two samples)

2. Student Evaluation Sheet - For the instructor's records.

3. Blank calendars - For instructor use for planning of modules.

INTRODUCTION TO COLLEGE COMPOSITION
Evaluation Sheet

Sentence Structure

- Subject/Verb _____
- Fragments _____
- Run-ons _____

Paragraphing

- Topic sentence _____
- Support _____
- Transitional phrases _____
- Organization
  - Chronological _____
  - Time order _____
  - Order of climax _____

Mini-essay

- Introduction _____
- Middle paragraph(s) _____
- Conclusion _____

Essay

- Introduction
  - Effective opening _____
  - Thesis statement _____
  - Preview _____
- Middle paragraphs _____
  - Topic sentences _____
  - Support _____
- Conclusion _____

Punctuation

- Comma usage _____
- Periods _____
- Apostrophes _____
- Quotations _____

Spelling _____

Parts of speech

- Subject/verb agreement _____
- Plurals _____
- Pronoun agreement _____
- Verb tense _____
- Adjectives/adverbs _____

INTRODUCTION TO COLLEGE COMPOSITION
Evaluation Sheet

Sentence Structure

- Subject/Verb _____
- Fragments _____
- Run-ons _____

Paragraphing

- Topic sentence _____
- Support _____
- Transitional phrases _____
- Organization
  - Chronological _____
  - Time order _____
  - Order of climax _____

Paragraph Types

- Description _____
- Illustration _____
- Comparison/Contrast _____
- Process _____
- Persuasion _____
- Business letter _____

Punctuation

- Comma usage _____
- Periods _____
- Apostrophes _____
- Quotations _____

Spelling _____

Parts of speech

- Subject/verb agreement _____
- Plurals _____
- Pronoun agreement _____
- Verb tense _____
- Adjectives/adverbs _____

Dictioanry skills _____

Name: _____

Module A Journal 1 ___ 2___ 3___ 4____

Assigned chapters: _____ Mastery score: _____

_____ Mastery score: _____

Paragraph 1 D_____ R_____

Paragraph 2 D_____ R_____

Paragraph 3 D_____ R_____

Paragraph 4 D_____ R_____

Evaluation paragraph Grade _____

_____ Grade for module:_____

Module B Journal 5____ 6____ 7____ 8____

Assigned chapters: _____ Mastery score: _____

_____ Mastery score: _____

Mini-Essay 1 D_____ R_____

Mini-Essay 2 D_____ R_____

Mini-Essay 3 D_____ R_____

Evaluation essay Grade: _____

_____ Grade for module: _____

Module C Journal 9 ____ 10____ 11____ 12____

Assigned chapters: _____ Mastery score: _____

_____ Mastery score: _____

Essay 1 D_____ R_____

Essay 2 D_____ R_____

Essay 3 D_____ R_____

Evaluation essay Grade: _____

_____ Grade for module: _____

Grade for course:_____ Credits:_____